A Holistic Career Guidance and Counseling Model to Improve Career Decision-Making Ability of Senior High School Students

Tuti Wantu[1], Wenny Hulukati[2]*, Maryam Rahim[3], Nicki Yutapratama[4], Nurul Maulida Alwi[5]

[1,2,3,4,5]Faculty of Education, Universitas Negeri Gorontalo, Indonesia

Abstract
This study aims to develop a career guidance and counseling model for senior high school students using the research and development (R&D) approach as proposed by Sugiyono (2016), which includes nine steps: identifying potential problems, data collection, product design, design validation, design revision, product testing, product revision, application testing, and final product revision. The outcome of this research is a Holistic Career Guidance and Counseling Model consisting of seven stages: (1) rapport building and commitment, along with evaluation; (2) counselee characteristic assessment and evaluation; (3) career planning and evaluation; (4) career decision-making and evaluation; (5) career realization and evaluation; (6) comprehensive evaluation; and (7) follow-up and continued evaluation. The results of the effectiveness test indicate that the holistic model significantly improves students' ability to make informed career decisions.

Keywords: Career Guidance, Holistic Counseling Model, Career Decision-Making

Introduction

Choosing a study program in higher education or entering the workforce after graduating from senior secondary education should be based on well-informed career decisions. Career decision-making is one of the most important decisions in an individual's life. Difficulties in making career decisions can hinder the decision-making process or lead to suboptimal choices, which may negatively affect a person's career satisfaction, well-being, and standard of living (Kulcsár et al., 2020; Nurten Karacan-Ozdemir, 2024). Therefore, the ability to make career decisions is crucial for every individual. However, several studies have shown that students' career decision-making abilities are still low (Aprial & Irman, 2022; Bella et al., 2022; Sasabila et al., 2024). Career decision-making ability can be improved through intervention (Costantini, Phillips, & Sartori, 2017; Gati & Levin, 2020; Wahyuningsih & Alhusin, 2019; Yani, 2023). Therefore, it is considered important to develop a holistic career guidance and counseling model that can help enhance career decision-making abilities among senior high school students. The novelty of this model lies in its clear, systematic, and comprehensive description of the stages of career guidance and counseling, in line with the core concepts of career guidance and counseling, which include self-understanding, understanding the world of work, career planning, career selection, and career decision-making.

Literature Review

A model serves as a simplification of complex matters and a concretization of abstract concepts to facilitate understanding. Shertzer and Stone (as cited in Sutisna, 2013, p. 110) define a model as a representation of a final outcome that has been abstracted due to its inherent values or characteristics. Forrester (1973, p. 49) defines a model as a substitute for a real object or system, designed for the purpose of investigation or experimentation. A model can also be interpreted as a set of steps or stages in an activity, as inferred from Zunker (2006), who discusses various career guidance and counseling models, primarily outlining the stages involved in the implementation of career counseling and guidance.

The definitions of a model also reflect its functions, which include: simplifying complex forms or processes, concretizing abstract explanations, enlarging small objects or reducing large ones, and

summarizing lengthy explanations. According to Siswanto (2012), models play a crucial role in theory development, serving as a basic concept that organizes a set of rules used to describe a system.

A review of existing career guidance and counseling models from various sources reveals that while these models share certain features, they differ in terms of implementation stages and exhibit both strengths and weaknesses. Zunker (2006, pp. 85–131) outlines eight career counseling models: (1) Trait and Factor and Person-Environment Fit Model, (2) Developmental Model, (3) Learning Theory of Career Counseling (LTCC) Model, (4) Cognitive Information Processing (CIP) Model, and (5) Multicultural Career Counseling Model for Ethnic Women. Additionally, Zunker (2006, pp. 443–453) describes three career counseling and service models in higher education, which include: (1) Module Model of Curricular Career Information Services, (2) Metroplex Model for Career Counseling, and (3) Work and Experience-Based Programs for College and University Students.

Beyond these eight models, there are other career counseling approaches such as the trait and factor counseling model (Arnold, 1997; Gothard, 2001; Sciarra, 2004; Brown & Let, 2005; Kidd, 2006; Perry & VanZandt, 2006; Zunker, 2006; Gibson et al., 2010; Gysbers et al., 2014; Surya, 2003; Sinring, 2011) and the model developed by Nathan and Hill (2012). A thorough review of these models reveals several strengths, as well as critiques and limitations.

In response to the critiques of these ten career counseling models and approaches, this study seeks to develop a new model called the *Holistic Career Guidance and Counseling Model*. This model is expected to address and overcome the limitations identified in previous models.

Method
The research was conducted at SMA Negeri Gorontalo, SMK Negeri Gorontalo, and Madrasah Aliyah in Gorontalo City. This study employed a Research and Development (R&D) design, following the development procedure proposed by Sugiyono (2016), which consists of the following steps: (a) identifying potential and problems, (b) data collection, (c) product design, (d) design validation, (e) design revision, (f) product testing, (g) product revision, (h) usage testing, (i) product revision, and (j) mass production. This study was carried out up to the ninth step of the procedure.

The research subjects consisted of: (a) for expert validation: two experts in guidance and counseling, two experts in model development, one design expert, and one Indonesian language expert; (b) three senior secondary school teachers for the small group trial. The number of research subjects in this phase was based on the opinion of Dick and Carey (1990, p. 237), who state that small group testing can be conducted with 3 to 12 participants; and (c) fifteen senior secondary school students for the large group trial conducted in the form of an experiment. The sample size for this experimental group was based on the recommendation by Sevilla, Consuelo G.; Jesus A. Ochave; Twila G. Punsalan; Bella P. Regala; and Gabriel G. Uriarte (1984), who state that the minimum number of subjects for experimental research is fifteen (Rahim & Hulukati, 2021).

Data were collected using: (1) expert validation sheets developed by the researcher and validated through peer review, and (2) closed-ended questionnaires, also developed by the researcher and validated through peer review, which were used in both the small and large group trials. The data from expert validation were analyzed qualitatively, the data from the small group trial were analyzed using percentage analysis, and the data from the large group trial were analyzed using the t-test.

Results
The research and development process resulted in the development of a Holistic Career Guidance and Counseling Model for senior secondary school students. The results were obtained based on the following stages:

Identifying Potentials and Problems
1. *Potentials:* The competence of guidance and counseling teachers revealed that:
   - o 100% of guidance and counseling teachers in senior secondary schools in Gorontalo City hold a Bachelor's degree in Guidance and Counseling.
   - o The infrastructure and facilities supporting career guidance and counseling services are adequately available.

2. *Problems:* The data indicated that career guidance and counseling services for senior secondary school students had not yet been implemented through systematic and comprehensive steps, as required to support students in developing career decision-making skills.

Product Design

The product design stage began with a literature review on the concept of models and types of career guidance and counseling models developed by experts. The model was developed in four stages:
1. Stage 1: Development of a conceptual model
2. Stage 2: Development of a theoretical model
3. Stage 3: Development of a hypothetical model
4. Stage 4: Development of a final model

Design Validation and Revision

The design was validated through expert review of the developed model, conducted in the form of a Focus Group Discussion. The validation results were then used to revise the design. The following are the expert validation results:

1) Analysis of Validation Data from Guidance and Counseling Experts and Design Revisions

Table 1. Validation Results from Guidance and Counseling Experts Based on Alignment with the Essence of Career Guidance and Counseling

Indicator	Average Score (Validators 1 & 2)	Assessment	Revision Required
Alignment with the concept of career guidance and counseling	8.5	Very Good	No revision
Contains guidance and counseling functions	9.0	Very Good	No revision
Covers guidance and counseling components	9.0	Very Good	No revision
Can be implemented using guidance and counseling strategies	9.0	Very Good	No revision
Average Score	**8.9**	**Very Good**	**No revision**

Table 1 shows that the average validation score for the indicator "alignment with the essence of career guidance and counseling" is 8.9, categorized as "very good." Revisions were only made to aspects receiving a score of 7.0 or below.

Table 2. Validation Results from Guidance and Counseling Experts Based on Alignment with Career Guidance and Counseling Stages

Indicator	Average Score (Validators 1 & 2)	Assessment	Revision Required
Alignment with general stages of guidance and counseling	8.0	Very Good	No revision
Stage 1: Initial stage and evaluation – alignment with objectives and content	9.0	Very Good	No revision
Stage 2: Assessment of student characteristics and evaluation	9.0	Very Good	No revision
Stage 3: Career planning and evaluation	9.0	Very Good	No revision
Stage 4: Career decision-making and evaluation	9.0	Very Good	No revision
Stage 5: Implementation of career decision and evaluation	9.0	Very Good	No revision
Stage 6: Evaluation stage	9.0	Very Good	No revision
Stage 7: Follow-up and evaluation	9.0	Very Good	No revision

Average Score	**8.9**	**Very Good**	**No revision**

Table 2 shows that the average validation score for the indicator "alignment with career guidance and counseling stages" is 8.9, categorized as "very good." Therefore, no revisions were needed. Revisions were only made to aspects that received a score of 7.0 or below.

Tabel 3. Validation Results from Guidance and Counseling Experts Based on the Strength of the Career Guidance and Counseling Model

Indicator	Average Score from Validators 1 and 2	Assessment	Revision / No Revision
The ability of the developed career guidance and counseling model to assist students in planning and developing their careers	9	Excellent	No revision
The ability of the model to support guidance and counseling teachers in implementing comprehensive career guidance and counseling	8.5	Excellent	No revision
The suitability of the developed career guidance and counseling model with student characteristics	9	Excellent	No revision
Average Score	**8.83**	**Excellent**	**No revision**

Tabel 3 indicates that the average validation score for the "strength of the career guidance and counseling model" is 8.83, categorized as "excellent," hence no revisions are necessary.

a. Results of Model Development Expert Validation and Revisions
Data from the model development expert validation and resulting revisions are presented in Table 3.6 below:

Table 4. Model Development Expert Validation Results

Indicator	Average Score from Validators 1 and 2	Assessment	Revision / No Revision
Compatibility of the Holistic Career Guidance and Counseling Model with its components	7.5	Good	Revision
Compatibility of the model illustration with career guidance content for high school students	9	Excellent	No revision
The model's ability to explain stages of career guidance and counseling for high school students	8.5	Excellent	No revision
Use of symbols in the model illustration (color, lines, arrows)	7	Good	Revision
Clarity of the model for its users	6.5	Fair	Revision
Ease of understanding the model by users	7	Good	Revision
Visual design of the model illustration	7	Good	Revision

Model name	7	Good	Revision
Average Score	**7.44**	**Good**	**Revision**

Table 4 shows that the average validation score from the model development expert is 7.44, categorized as "good." While overall revision is not deemed necessary, revisions are recommended for aspects scoring 7 or below.

b. Results of Learning Design Expert Validation and Revisions

Data from the learning design expert validation and revisions are presented in tabel 5:

Tabel 5. Learning Design Expert Validation Results

Indicator	Score	Assessment	Revision / No Revision
Design compatibility of the book with its content	8	Good	No revision
Clarity of the book's design in delivering content	9	Excellent	No revision
Cover image design	7	Good	Revision
Font size on the book cover	9	Excellent	No revision
Font style on the book cover	9	Excellent	No revision
Color scheme on the book cover	7	Good	Revision
Font size on book pages	8	Good	No revision
Font style on book pages	8	Good	No revision
Page layout design	8	Good	No revision
Physical size of the book	9	Excellent	No revision
Overall book appearance	8	Good	No revision
Average Score	**8.18**	**Good**	-

Table 5 shows that the average validation score from the learning design expert is 8.18, categorized as "good," so no comprehensive revision is necessary.

c. Results of Indonesian Language Expert Validation and Revisions

Data from the Indonesian language expert validation and revisions are shown in Table 6:

Tabel 6. Validation Results from Indonesian Language Expert

Indicator	Score	Assessment	Revision / No Revision
1	2	3	
Diction usage	9	Excellent	No revision
Sentence coherence	8	Good	No revision
Paragraph coherence	8	Good	No revision
Clarity of sentences	8	Good	No revision

Clarity of main ideas in paragraphs	9	Excellent	No revision
Use of capital letters	7.5	Good	Revision
Punctuation usage	7	Good	Revision
Compliance with standard Indonesian writing rules	9	Excellent	No revision
Ease of understanding for readers	9	Excellent	No revision
Average Score	8.6	Excellent	-

Table 6 indicates that the average validation score from the Indonesian language expert is 8.6, categorized as "excellent."

Product Trial

1) Individual Trial

The individual trial was conducted to evaluate the Holistic Career Guidance and Counseling Model in terms of "comprehension" and "implementation." The trial involved 3 guidance and counseling teachers from three different high schools in Gorontalo City, selected based on their years of service. Data were collected using a closed-ended questionnaire. Response options in the individual trial instrument included: "Easy," "Fairly Easy," and "Difficult."

Based on the analysis of individual trial data, it can be concluded that the developed career guidance and counseling model is "understandable" and "implementable" by guidance and counseling teachers.

Table 7. Individual Trial Results for the Holistic Career Guidance and Counseling Model

Stage	Respondent 1						Respondent 2						Respondent 3					
	Comp.			Impl.			Comp.			Impl.			Comp.			Impl.		
	E	FE	D	E	FE	D	E	FE	D	E	FE	D	E	FE	D	E	FE	D
1	√						√						√					
2	√						√						√					
3	√						√						√					
4	√						√						√					
5	√						√						√					
6	√							√						√				
7	√						√							√				

Note:

Comp. = Comprehension

Impl. = Implementation

E = Easy

FE = Fairly Easy

D = Difficult

2) Large Group Trial

The large group trial was conducted to determine the effectiveness of the Holistic Career Guidance and Counseling Model in enhancing high school students' career decision-making abilities. The method used was an experimental method with a Nonrandomized Control Group Pretest-Posttest Design. The large group trial involved 15 high school students.

The research variables consisted of:

a) Dependent variable (Y) – Career decision-making ability, with the following indicators: self-understanding, understanding of the world of work, career planning, and making career decisions.

b) Independent variable (X) – The career guidance and counseling model for senior high school students, with the following indicators referring to the stages of service:

- Stage 1: Building rapport and commitment, and evaluation
- Stage 2: Assessment of counselee characteristics and the world of work, and evaluation
- Stage 3: Career planning, and evaluation
- Stage 4: Career decision-making, and evaluation
- Stage 5: Career realization, and evaluation
- Stage 6: Evaluation
- Stage 7: Follow-up

This study was limited to Stage 4, which focuses on making career decisions. The research hypothesis tested was: "The Holistic Career Guidance and Counseling Model is effective in improving the career decision-making ability of high school students."

Data analysis results showed a calculated t_{count} of -148,74 while the critical t_{tabel} at a 0.05 significance level (df = 28) was 2.048. Since t_{count} alls outside the acceptance region of H_0, this indicates a significant effect of the Holistic Career Guidance and Counseling Model on students' career decision-making abilities. In other words, the model effectively enhances students' abilities to make career decisions.

a. Product Revision

Based on the results of the large group trial data analysis, it can be concluded that no revisions are necessary to the career guidance and counseling model for high school students. Therefore, the final model has been established and is referred to as the Holistic Career Guidance and Counseling Model. The Holistic Career Guidance and Counseling Model consists of seven stages, as outlined in Table 8 below:

Table 8. Holistic Career Guidance and Counseling Model for Senior High School Students

Stage	Role of Counselee	Role of Counselor	Estimated Time
Stage 1: Initial Stage and Evaluation	Ready to participate in the activity, formulate and understand the goals of career guidance/counseling, agree on meeting schedules and timing	1) Build rapport, facilitate the formulation of career guidance/counseling goals, and facilitate agreements on meeting times 2) Conduct evaluation of Stage 1 success	- Classical guidance, group guidance, group counseling: minimum 1 x 45 minutes - Individual counseling: minimum 5 minutes
Stage 2: Assessment of Counselee Characteristics and Evaluation	1) Understand oneself (talents, interests, intellectual abilities, personality, aspirations, life goals, desired lifestyle, parents' economic conditions, and parental expectations regarding career); understand weaknesses 2) Understand the world of work (types of schools/higher education, types of jobs, requirements, salaries, benefits, training needs, workplace conditions, and potential challenges)	1) Assist counselee in understanding self through aptitude/interest tests, IQ tests, personality tests, and tasks related to aspirations, life goals, and lifestyle. Also help identify weaknesses 2) Assist counselee in understanding the world of work using career information books, major/study brochures, career blogs, career visits, resource persons, and other sources 3) Conduct evaluation of Stage 2 success	- Classical guidance, group guidance, group counseling: minimum 3 x 45 minutes - Individual counseling: minimum 2 x 15 minutes
Stage 3: Career Planning and	1) Create career plans 2) Have 2 or 3 career plan alternatives	1) Facilitate counselee in developing multiple career alternatives through discussions,	- Classical guidance, group guidance, group

Evaluation		involving parents as stakeholders in the continuation of the counselee's plans 2) Evaluate success of Stage 3; if successful, proceed to Stage 4; if not, return to Stage 1 or 2 (or only Stage 2)	counseling: minimum 2 x 45 minutes - Individual counseling: minimum 2 x 15 minutes
Stage 4: Career Decision-Making and Evaluation	Decide on one or two career options	1) Facilitate counselee in choosing one or two career paths 2) Evaluate success of Stage 4; if successful, proceed to Stage 5; if not, return to Stage 3	- Classical guidance, group guidance, group counseling: minimum 2 x 15 minutes - Individual counseling: minimum 1 x 15 minutes
Stage 5: Career Realization and Evaluation	Implement the career decision	1) Assist counselee in realizing the chosen career 2) Evaluate success of Stage 5; if successful, proceed to Stage 6; if not, return to Stage 3 or 4 (or only Stage 4)	Minimum 1 session
Stage 6: Evaluation	Engage in the chosen career	1) Identify whether the counselee is in the selected career (major or higher education), whether they are comfortable, their performance, and potential for further development 2) Evaluate success of Stage 6; if successful, proceed to Stage 7; if not, return to Stage 4 or 5 (or only Stage 5)	Minimum once every 6 months
Stage 7: Follow-Up and Evaluation	Engage in the chosen career	1) Conduct follow-up based on evaluation results. Follow-up includes: – Helping overcome obstacles faced by counselees in their careers – Providing motivational reinforcement and information needed for optimal career development for successful counselees 2) Evaluate success of Stage 7	Minimum 1 session

The development of this Holistic Career Guidance and Counseling Model is based on the following considerations: (1) It refers to the stages of guidance service strategies (classroom guidance, group guidance, group counseling, and individual counseling), as each of these strategies includes the same phases—initial phase, transition phase, activity phase, and closing phase (Prayitno, 2018; Rusmana, 2009). Regarding individual counseling, this is summarized from the views of Gibson & Mitchell (1995), Hackney & Cormier (2001), Thompson et al. (2004), Willis (2017), and Hornby, Hall & Hall (2003); (2) It is grounded in key concepts of career guidance and counseling, namely the process of assisting counselees in self-understanding, understanding the world of work, career planning, career selection, career decision-making, and realizing career decisions; (3) It incorporates service components consisting of basic services, responsive services, individual planning services, and system support (Nurihsan, 2016); (4) It embodies the functions of guidance and counseling services, including the functions of understanding, prevention,

problem-solving/intervention, development, adjustment, and placement (Prayitno, 2018); (5) The designation of counselor and counselee roles in this model follows the framework proposed by Nathan and Hill (2012), in which each stage clearly outlines the roles of both counselor and counselee, thus helping school guidance counselors understand the activities conducted at each stage; (6) This model can be implemented through classical guidance, group guidance, group counseling, and individual counseling strategies.

This developed career guidance and counseling model offers several advantages: (1) it clearly outlines the core stages of career guidance and counseling activities, from assisting counselees in self-understanding, understanding the world of work, career planning, career decision-making, to evaluation and follow-up activities; (2) each stage of the model is accompanied by an evaluation process to assess outcomes achieved at that stage—accurate evaluation results are crucial, as they significantly influence the activities and outcomes of subsequent stages. The presence of evaluation in each stage is a unique feature not commonly found in previously developed career guidance and counseling models by other experts; (3) it is applicable to classical guidance, group guidance, group counseling, and individual counseling formats. This means the model can be used for counselees facing career issues and for those undergoing career development processes, such as students selecting academic tracks or planning for further education. Thus, it supports the realization of guidance and counseling functions such as understanding, prevention, development, and intervention; (4) it can be used for both student and non-student counselees; and (5) it promotes collaboration with counselors in schools or higher education institutions where the counselee is enrolled.

Despite its strengths, this model also presents a limitation. The multiple stages involved may be difficult to implement for school counselors who are responsible for as many as 150 students, in accordance with the provisions of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education.

Discussion

The Holistic Career Guidance and Counseling Model provides a simple and clear depiction of the stages involved in career guidance and counseling for high school students. This model also outlines the roles of both the counselee and the counselor at each stage of the service, as well as the ultimate objectives of implementing career guidance and counseling services. The clarity of this model makes it easily understandable and applicable by guidance and counseling teachers/counselors.

Stage 1: Initial Stage of Guidance and Counseling and Evaluation

Upon closer examination, Stage 1 of the model is not significantly different from Stage 1 in several existing models: the Trait and Factor and Person-Environment Fit Model (Zunker, 2006) which includes the *Intake Interview* stage; the Developmental Model (Zunker, 2006) which features the *Establishing Client Individuality* stage; the Learning Theory of Career Counseling Model (Zunker, 2006) which begins with an *Interview*; the Cognitive Information Processing Model (Zunker, 2006) with the *Initial Interview*; the Multicultural Career Counseling Model for Ethnic Women (Zunker, 2006) which starts with *Establishing Rapport and a Culturally Appropriate Relationship*; and Nathan and Hill's Model (2012), which begins with *Screening, Contracting, and Exploring*. However, none of these models incorporate evaluation activities at this initial stage. Moreover, in the Trait and Factor model, the initial counseling stage is not explicitly defined. Across all aforementioned models, an evaluation of the outcomes achieved at this stage is absent.

The initial stage of counseling is crucial to the overall process, as its success greatly influences the outcome of the entire counseling process. According to Willis (2017, p. 50) and Prayitno (2018), the success of the counseling process is significantly determined by the success of this initial stage. Willis (2017, p. 50) details the activities carried out during this stage, including:

1. Building a counseling relationship that actively involves the client,
2. Clarifying and defining the client's problem,
3. Conducting assessment and exploration, and
4. Negotiating the counseling contract.

Building a strong relationship is fundamental and essential in counseling (Gladding, 2004, p. 122; Myrick, 1993, p. 143; Blocher, 1974, p. 171). A meaningful counseling relationship is expected to emerge, commonly referred to as a *working relationship*—a relationship that functions effectively, meaningfully, and

productively. A good rapport is a prerequisite for successful counseling (Sinring, 2011, p. 81). The key to building this rapport lies in the counselor's openness, the client's (counselee's) openness, and the counselor's ability to continuously engage the client throughout the counseling process. Prayitno (2018) adds that the counselor's strong intention and motivation to help the client are critical success factors.

Clarifying and defining the problem is an essential task for the counselor, as clients often find it difficult to articulate their problems. It is therefore the counselor's responsibility to help clarify and define the issue in collaboration with the client. This applies to services using individual or group counseling strategies as well as group guidance and classroom guidance. Prayitno (2018) emphasizes that in counseling, both the client and counselor must thoroughly understand the client's problem, ideally in a complete and detailed manner. The assessment and exploration phase is conducted to estimate or explore possible issues and design potential assistance strategies to help the counselee resolve the problem. Contract negotiation involves an agreement between the counselor and client, which includes:

- Time contract: determining the desired length and number of counseling sessions,
- Task contract: defining the responsibilities of both counselor and counselee, and
- Cooperation contract: setting mutual expectations for collaboration throughout the counseling process.

Stage 2: Analysis of the Counselee's Characteristics and the World of Work, Along with Evaluation

This second stage also appears in the Trait and Factor and Person-Environment Fit Model (Zunker, 2006), under the phase *Identify Developmental Variables*. However, in that model, the analysis of student characteristics and the world of work is not as in-depth as in the current model. Compared to Nathan and Hill's Model (2012), this stage differs from their second stage—*Enabling the Client to Understand*. In Nathan and Hill's model, the analysis phase focuses on the client's characteristics and researching job opportunities. Meanwhile, in the present model, the analysis phase includes both the analysis of the counselee's characteristics and the world of work—not merely researching job information but also conducting a comprehensive analysis of various professions. This includes examining different types of jobs across fields, considering both opportunities and requirements for entering the job market.

Furthermore, compared to the first stage of the Trait and Factor model, the second stage of the developed model introduces a deeper dual analysis—of both the counselee and the world of work. In contrast, the Trait and Factor model focuses only on analyzing the counselee's characteristics. Moreover, among the eleven models previously described, none include an evaluation activity at this stage to determine the extent of progress or achievement.

Understanding oneself and the world of work is essential in planning a career, as each career field requires specific personality traits from those pursuing it. Winkel and Hastuti (2004) argue that self-understanding and an understanding of the world of work are fundamental reference points for making career decisions.

Stage 3: Career Planning and Evaluation

Upon closer examination, Stage 3 in this developed model closely resembles the "action, outcomes, and ending" stage in the Nathan and Hill (2012) model, which involves the activity of "developing options and choosing among them." Furthermore, compared to the trait and factor model, the career planning stage is not present. As with previous stages, none of the eleven models previously discussed incorporate evaluation activities to assess the outcomes of this stage.

Stage 4: Making Career Decisions and Evaluation

This stage aligns with Stage 6 of the Trait and Factor and Person-Environment Fit Model (Zunker, 2006), which includes the activities of Confirm, Explore, and Decide. It is also consistent with Stage 2 of the Generating a PEF Analysis Model (Zunker, 2006). In comparison with the Nathan and Hill (2012) model, the activities in Stage 4 are covered under the "action, outcomes, and ending" stage, specifically in the task of "taking action in the form of making a decision." Moreover, the trait and factor model does not include a specific career decision-making stage. Regarding evaluation, this developed model is unique in incorporating an evaluative process to measure the success of this service stage.

Stage 5: Assisting the Client in Career Realization and Evaluation

This stage corresponds with Stage 7 of the Multicultural Career Counseling Model for Ethnic Women (Zunker, 2006), namely the stage of Implement and Follow-Up. However, when compared to the Nathan and Hill (2012) model and the trait and factor model, this stage—which focuses on supporting clients in the realization of their career choice—is absent from both.

Stage 6: Final Evaluation

This stage aligns with the Follow-Up stage in the Trait and Factor and Person-Environment Fit Model (Zunker, 2006), the Verifying Goal Achievement stage in the Developmental Model (Zunker, 2006), and Stage 7 in the Cognitive Information Processing Model (Zunker, 2006), which is Summative Review and Generalization. Compared with the Nathan and Hill (2012) model and the trait and factor model, the activity of assisting the client in realizing their career choice—as found in this developed model—is also not present in those two. While the Nathan and Hill (2012) model includes an evaluation activity, it is focused on assessing the need for ongoing support. In contrast, the evaluation in the developed model refers to both evaluating each counseling stage and assessing the outcomes derived from the overall counseling process.

Evaluation is a critical component of guidance and counseling services. According to LaFountain & Bartos (as cited in Gladding, 2004; Nurihsan, 2016), evaluation is an essential part of the counseling process. Blocher (1974, p. 266) emphasized that evaluation serves as a means for improving counseling practices. In the context of guidance and counseling, evaluation is categorized into process evaluation and outcome evaluation. These evaluations provide input and serve as a basis for both follow-up plans to be implemented in scheduled meetings with individual clients and for the preparation of future service programs (Prayitno, 2018). Process evaluation aims to determine the effectiveness and efficiency of counseling service implementation in facilitating behavioral change in clients. Outcome evaluation seeks to assess the extent to which the desired behavioral outcomes have been achieved following the provision of guidance and counseling services. Thompson et al. (2004) (as cited in Komalasari, Wahyuni, & Karsih, 2011, p. 29) include evaluation and the development of follow-up plans in the closing stage of counseling interviews.

Stage 7: Follow-Up

This stage corresponds with the Follow-Up stage in the Trait and Factor and Person-Environment Fit Model (Zunker, 2006), as well as the Implement and Follow-Up stage in the Multicultural Career Counseling Model for Ethnic Women. Notably, this stage is not found in the Nathan and Hill (2012) model. Although the trait and factor model includes a follow-up activity, it focuses solely on assisting clients with new problems. In contrast, the follow-up in the developed model serves a dual function: providing support to clients encountering new challenges and offering reinforcement and encouragement to clients who have achieved success or made notable progress in their careers.

Clients who are in the career realization stage may face different conditions. At times, they may be confronted with challenges that, if not addressed promptly, could hinder their career development. At other times, they may be achieving success or recognition, which requires acknowledgment or motivational support from the counselor.

Conclusion And Recommendation

A Holistic Career Guidance and Counseling Model has been developed, comprising seven stages: (1) building rapport, establishing commitment, and conducting evaluation; (2) assessing the characteristics of the counselee and the world of work, followed by evaluation; (3) career planning and evaluation; (4) career decision-making and evaluation; (5) career implementation and evaluation; (6) final evaluation; and (7) follow-up and evaluation. This model provides a comprehensive and structured approach to career guidance, integrating assessment and evaluation at each stage to ensure effectiveness and adaptability to individual student needs.

It is recommended that guidance and counseling teachers or school counselors at the upper secondary education level adopt this Holistic Career Guidance and Counseling Model in their career guidance services. The model has been proven effective in enhancing high school students' ability to make well-informed career decisions, thereby supporting their personal and professional development.

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